

# HEALTH PATHWAYS

*Newsletter of the Health Professions Career Opportunity Program*

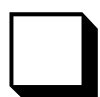
January 2001

Volume 23, No. 14

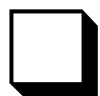
## CAREERS IN MEDICINE:

### *A Guide for High School Students*

#### ***In this issue...***



***Reader Responses***



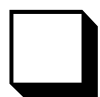
***Profile: Krishna Smith***



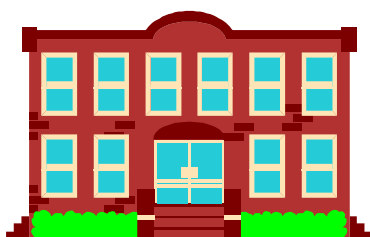
***Contract Awards***



***HCTP Insert***



***Correction: See pg. 14***



Got that healing feeling? Study medicine and keep that feeling your whole life. Think of all the doctors you have met. Probably the first hands that touched you were the confident hands of a doctor. Then there were the doctors who cared for you through those sore throats, broken bones, stomach aches, cuts, burns, and fevers. A doctor may have saved your life or the life of someone you love. The doctors you know seem wise, confident, and in control. But once they were just like you - high school students who are excited and wondering what the world has to offer. Since then, your doctors have traveled a long, challenging, and fulfilling road. They've seen and done some pretty awesome things. They've often had to work hard but are rarely ever bored. Somewhere inside you there is a spark of interest in medicine or you wouldn't have read this far. You may be wondering whether you have what it takes to become a member of one of the world's most honored and rewarding professions. The first step to exploring whether a career in medicine is right for you is to get answers to the many questions you have.

#### *What Is a Doctor's Career Like?*

Few fields offer a wider variety of opportunities. Most doctors' professional lives are filled with caring for people and continuously learning more about the human body. Every day in communities around the country, doctors work in neighborhood clinics, hospitals, offices, even homeless shelters and schools to care for people in need. But physicians also do many other things. Physician researchers are at work today developing exciting new treatments for cancer, genetic disorders, and infectious diseases like AIDS. Academic physicians share their skills and wisdom by



teaching medical students and residents. Others work with health maintenance organizations, pharmaceutical companies, medical device manufacturers, health insurance companies, or in corporations directing health and safety programs. People with medical skills are in demand everywhere.

#### *Would Medicine Provide Me with a Good Living?*

Medicine has many rewards - personally, intellectually, and financially. On average, doctors make about \$150,000 a year, but this amount can vary depending on  
(See ***High School*** on page 11)

# Reader's Support Gives *Health Pathways* Staff New Motivation

By: Andrea Alvarez



In the July 2000 issue, *Health Pathways* included a renewal form for our subscribers to complete and return to the *Health Pathways* office. To our great surprise, many of the renewal forms came back with the most delightful comments expressing the gratitude reader's have for *Health Pathways* and its staff.

*Here are a few of the comments we received...*

...Bob Connamacher, Outreach Coordinator for the Office of Student Affairs and Minority Programs at the University of Pittsburgh School of Medicine, wrote, "I feel this is the best publication on minority health education and has been for some time. Thanks for your continual research and information. It is a first class publication...P.S. A quarter of my Summer Premedical Academic Enrichment Program students came from California this past summer, including the most outstanding of the whole class (from SACRAMENTO!!). I wonder if they found out about the program from your postbac/summer enrichment issue???"

*We would like to think so!*

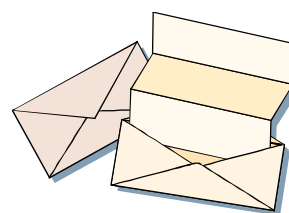
Christine Berliner, Academic Advisor of Biological Sciences from the University of Pittsburgh, wrote "I love getting *Health Pathways*. It's a very useful newsletter, I learn something new with every issue."

LeRoy W. Hayes, Professor of Chemistry Emeritus from the College of Wooster in Ohio, wrote, "*Health Pathways* is a valuable resource for prehealth advisors. Keep up the good work! I have recommended that the members of the Prehealth advising committee subscribe and have sent the latest issue to the chair of the committee."

*Thanks, Professor Hayes, for the recommendation!*

Greg Perkins, Extended Opportunities Program and Services (EOPS) Counselor at Glendale Community College in California, wrote "Keep up the excellent work! Your publication is an excellent career development resource for EOPS students who aspire to health professional careers. Our work at Glendale Community College has been enhanced in innumerable ways by *Health Pathways*. I recommend it to many students...Keep those issues coming."

Professor Winifred Benchoff Khalil from San Diego Mesa College wrote, "Thanks for the wonderful publication. I utilize it frequently because it provides thorough, useful, and current information about health careers for my students."



Do you have a story or suggestion for *Health Pathways*? We welcome your contributions. Mail us your ideas, letters, or articles today! Announcements of scheduled events need to be sent to us at least six months in advance to appear in the newsletter. Be sure to include your name and address on all correspondence. The Health Professions Career Opportunity Program retains the right to edit all materials. Contact us at:

**HPCOP**  
**1600 Ninth Street, Rm. 441**  
**Sacramento, CA 95814**  
**(916) 654-1730**  
**fax: (916) 654-3138**  
**e-mail: [kmunster@oshpd.state.ca.us](mailto:kmunster@oshpd.state.ca.us)**

## ***Health Pathways***

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## ***Guest Articles***

Views of contributing writers do not necessarily reflect the policy of the department, agency, or administration. Letters to the editor are encouraged. Although we do not pay for guest articles, manuscripts are welcome. We reserve the right to edit all material.

## ***Editorial and business office***

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## ***Staff***

- Karen C. Munsterman, Associate Analyst
- Vernon Oakes, Program Secretary
- Andrea Alvarez, Editor, Student Assistant

Ann Mcmurdo, a counselor at Laney College in Oakland, California wrote, "I pass much of the information to students in career classes and individually, thanks."

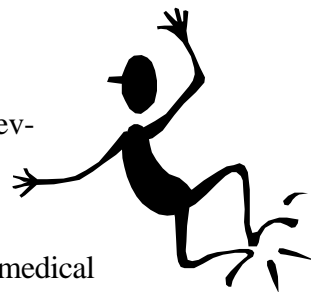
*Students and recent graduates also sent in responses...*

...From Texas A&M University, G.J. Barrera wrote, "Thank you for the prior editions of [*Health Pathways*]. They have been very informative and helpful in assisting me to consider my options for a professional career."

Geraldine DoCanto, recent graduate from Massachusetts College of Liberal Arts, wrote, "...I really look forward to my newsletters. I think it is very informative on all the avenues a minority student can take."

*Congratulations, Geraldine, on your recent accomplishment!*

Denia A. Garfias, a second year medical student at USC School of Medicine, wrote, "Thank you for *Health Pathways*!! It really helped me to take the right steps to achieving my goal of becoming a medical doctor. I have been able to pass on *Health Pathways* to many others and it has helped them tremendously as well. Thank you."



Lucy Ortega, a student at USC, wrote, "...your publication has been so crucial in my medical endeavors. I thank you sincerely, and pray that you may continue to help others as you have helped me."

*And Finally...*



...Maria Isabel Montoya, student at CSU, Long Beach, expressed her thanks and appreciation for an informative and helpful publication.



We did receive many more comments from our readers, but unfortunately we were unable to publish all of them. However, every comment we received was greatly appreciated and acknowledged by all HPCOP staff.

Here at Health Professions Career Opportunity Program (HPCOP), we strive to provide you with current, informative, and helpful information. It is very rewarding to know that our goal is being met. The staff would like to wholeheartedly thank all of our readers for their interest in and support for *Health Pathways*. We would also like to thank those who sent the much-appreciated comments. Congratulations to all the recent graduates and newly accepted health professional students. Once again, good luck in your medical endeavors, and thanks, from all of us at *Health Pathways*!



## Attention Premedical Students!



The Chicano/Latino Medical Student Association (CMSA) is once again offering the CMSA MCAT Scholarship to premedical students. The scholarship provides partial funding for MCAT preparation courses, study material, and/or MCAT fees. **Scholarship deadline is March 1, 2001.**

Visit <http://latino.ucsf.edu/cmsa/> for additional information regarding eligibility and the application process. A complete application can also be downloaded from the website. An exact copy of the application is acceptable for submission. Any questions about the CMSA Scholarship can be e-mailed to Dafnis Carranza at [dcarranz@ucla.edu](mailto:dcarranz@ucla.edu).

# Continuing the SEE Experience with CSU, Sacramento Student, Krishna Smith

By Andrea Alvarez

In January of 1999, *Health Pathways* (Vol. 21, No. 6) featured an informative article about the Science Educational Equity (SEE) program at California State University, Sacramento (CSUS). In continuing our efforts to support and promote student-oriented resources, the staff at Health Professions Career Opportunity Program (HPCOP) has decided to follow-up the January article with a more intimate look into the SEE program by way of an interview with a student member. By redirecting the focus of our information this issue, we hope to portray the nature of the SEE program that has captured the devotion and gratitude of all its members so loyally.

SEE's underlying goals are to: maintain a comprehensive academic-support program designed to provide various types of assistance to students, increase the number of well-prepared students entering graduate and health professional schools, and return to the community health care professionals who provide much needed medical assistance to underserved areas. The SEE program has successfully, since 1984, provided an environment invaluable to health professional and science students at CSUS.

Academic support and advising, discipline-based academic activities, networking opportunities, and social events are just a few of the services SEE provides for students. However, the amount of



individual achievement each student develops as a result of being a member of SEE is vast. SEE student Krishna Smith explains, in an interview with HPCOP staff, the value of SEE through her own experience:

**HPCOP:** "Why don't we begin by giving our readers a little background information about yourself, as well as your family, education, and your decision to go into the medical field?"

**Krishna:** "Well, I was born in the Republic of Panama, my family moved to Sacramento when I was three years old, and I have been here ever since. I have a rather large and complex family. I have five brothers and sisters—two of which are adopted. I decided to go into the medical field because it seemed like the natural thing to do. My father was a dental assistant in the Air Force for 25 years, my brother went through medical school to become a doctor and now teaches medicine at the University of Virginia, and my mom was a nurse."

**HPCOP:** "So you have an extensive medical background throughout your family?"

**Krishna:** "Yes, becoming a doctor was something that I thought about all the time. Then when I started college, I kind of drifted away from that and wanted to go into advertising, but meeting people through the SEE program was where I revitalized my initial interest and started getting back into the field."

**HPCOP:** "What area of health are you interested in pursuing?"

**Krishna:** "I haven't completely decided on that, but I'm leaning toward the area of family practice or OB/GYN, because eventually I would like to work in underserved areas and those two specialties would be the best to help the underserved."

**HPCOP:** "Where are you right now in your pursuit of medical school?"

**Krishna:** "Well I took the MCAT in August. I took it a year ago feeling very confident, but didn't do as well as I had hoped. With the initial MCAT experience behind me, I was able to better prepare. What has been very nice is that, as a SEE member, I was able to get financial assistance with prep-courses such as Kaplan and Princeton Review if it was needed. I plan on sending out my applications before I receive my MCAT scores just to get a head start."

**HPCOP:** “You can still send out an application without MCAT scores if you wanted to get a head start?”

**“Find a good group of people or an organization that you can study with that will push you to reach your goals...”**

**Krishna:** “Yes, its possible as long as you let the school you’re applying to know that MCAT scores are on their way. Personally, I wouldn’t recommend that because schools like to receive complete applications, but I wouldn’t worry about it too much if you weren’t able to take the MCAT in April. My advice would be to plan things very early so waiting on test scores will not be an issue.”

**HPCOP:** “What medical school would you like to attend once you are finished at CSUS?”

**Krishna:** “I want to stay in California. I’m applying to all the Medical schools here, and hopefully, I will be accepted to a good public school. My father is a disabled veteran, and with a waiver, I am hoping to get a lot of my tuition paid for at a public medical school. It is always smart to apply to schools in your state because most medical schools want their residents to attend.”

“I don’t have any particular school in mind—anywhere I can get accepted! The SEE program does help with the decision making. Former SEE members always keep in contact and really pave the way for other SEE students

venturing out into medical school. For example, we have a former member who works with admissions at Stanford Medical

School. All the SEE member applications go to her for review and she is able to give us advice on improving our application. Other former

members offer their homes to SEE students to just visit and get a feel of the school before making a decision on where to go.

**HPCOP:** “Tell us a little about your first experiences at CSUS? Did you know about the SEE program before you began attending CSUS?”

**Krishna:** “Well, the first two years at CSUS, I was an English major, and I didn’t find out about the SEE program until my junior year. It was through one of my friends who was a member of MEP (Minority Engineering Program) that I discovered the SEE program. I was in the MEP office with my friend one day, helping her with Chemistry, and one of the advisors asked if I had ever checked

out the SEE program because of my interests in the field. Soon after, I went to talk with one of the SEE advisors and found it very interesting. After that I took one biology class and changed my major.”

**HPCOP:** “How did the SEE program change your everyday life as a CSUS student?”

**Krishna:** “The SEE program has really helped me out a lot in terms of finding people who have the same classes I have and would be able to study with. There were a lot of classes I took that I don’t think I would have done well in if it weren’t for the support system SEE provided. I was able to work with tutors, and take adjunct courses to supplement my regular course work. It was always very convenient to have students hanging out in the SEE study room, because I could usually find the help I needed in most of my classes.”

**HPCOP:** “How helpful was the academic advising provided by the SEE program?”

**Krishna:** “The advising was really helpful. I was able to develop a three-year plan to reach my academic goals—and so far I have stuck to it. It’s really hard with all the general education and major requirements to know exactly what path to take, but the advisors at SEE really know what they are talking about.”

**“Make sure the people you are surrounded by are as ambitious and goal-oriented as you are.”**

**HPCOP:** “Would you recommend seeking out an additional advisor outside of the SEE program to help you with your academic planning?”

**Krishna:** “It would be best to do so, because there are so many requirements to graduate that the more input you have from a variety of advisors the better—and that applies to any school.”





**HPCOP:** “Could you give us an example of some of the experiences you have had as a SEE member? What has stood out the most?”

**Krishna:** “When I first joined the SEE program—actually the very first time I participated in a SEE activity—it was a book club meeting at Dr. Barrenna’s house (Biology professor and advisor for SEE program). It was really neat, because I never thought professors would go out of their way to plan social activities in their homes. Dr. Barrenna had cooked a huge spread of food and everyone gathered together and discussed the novel Dr. Barrenna had chosen. This experience was my first indication that the SEE program was the right choice for me.”

“After this experience, I started participating in different SEE activities and eventually joined the MOSS (Minority Organization of Science Students) program. I attended a lot of MOSS meetings and eventually held office as Treasurer/Vice President of MOSS.”

**HPCOP:** “Could you explain your overall experience as a SEE member?”

**Krishna:** “The overall experience has been terrific. What stands out the most is the atmosphere, the sense of family, and the friends I made. I don’t think I could find another group of people who are just that unique and diverse. It’s been great overall. I have had a chance to help others as well. Just by sitting in the SEE office, you

encounter people who are always in need of help with different things. I get a chance to help others and get assistance myself. You’re totally taken care of when you’re a member of the SEE program. Someone is always willing to help you, and that’s what stands out the most and makes me appreciate the program I’m in. It’s been a great way to really make my college experience worth while.”

**HPCOP:** “To conclude the interview, could you give some advice for students beginning their preparation for medical school?”

**Krishna:** “Start early! Especially on getting your requirements out of the way. Find a good group of people or an organization that you can study with that will push you to reach your goals, and won’t let you fall behind. Make sure the people you are surrounded by are as ambitious and goal-oriented as you are. Prepare early by getting involved in extra-curricular activities that will help increase your knowledge of the medical profession. This will help so you’re not blind when you do begin working in the field.”

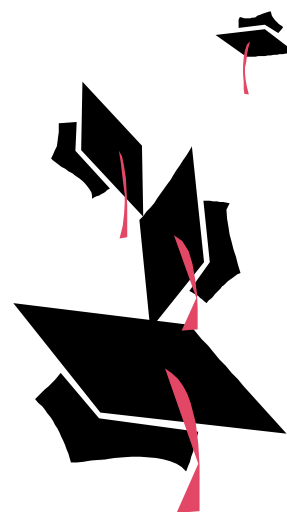
“Also, if you have other interests pursue them too. I know a lot of people who don’t major in biology or chemistry that ended up going into the medical field and do fine. They are more appreciative of the fact that they were a history major or music major instead of spending all their time in science. By the time you start working in the medical field you all have the same knowledge—so pursuing your personal interests will only be more beneficial to you.”

With that, HPCOP hopes we have sparked an interest to seek out student-based organizations at your school. If you are still an undergraduate undecided on where to complete your major, check out CSU, Sacramento and the SEE program. For more information on the SEE program or the MOSS program contact the SEE office at (916) 278-6519, or write to:

SEE  
Science 224  
6000 J. St.  
Sacramento, CA 95819-2694

#### UPDATE:

*Recently the Staff of HPCOP was informed that Krishna has completed her work at CSUS, graduated, was accepted to, and is now attending medical school at the University of Southern California. Krishna has been a great example of the rewards hard work and close networking can bring. Congratulations, Krishna, on your acceptance and good luck on behalf of Health Pathways.*



### Linking California's Health Care Industry and Community Colleges in Partnership for Successful Workforce Development.

Health care continues to be one of the fastest growing industries in California with additional growth expected as we move into the new millennium. Some of the many challenges facing this industry include the increased need for cost containment, shorter hospital stays, services for a growing senior population, and management of higher acuity levels. Recognizing the critical need for new approaches to workforce preparation for this industry, the California Community College Economic Development Program (ED>Net) funded a Lead College and eight Regional Health Occupations Resource Centers (RHORCs) through a Strategic Priority—Health Care Initiative. Each RHORC, under the direction of the Lead College, provides regional coordination of educational program services to health care business.

Sacramento City College leads the way under the professional leadership of Luisa Monti, RN, MS. Educational program services are developed statewide through the RHORCs. Ms. Monti is based at Sacramento City College, which was selected as the Lead College. She has over 15 years experience in health care services management and administration. Ms. Monti has worked with Mercy Healthcare and Sutter Health as Nurse Recruiter, Educator, Manager, Administrative Supervisor and Director of Nursing. She is co-chair of the Statewide Health Occupations Advisory Committee, active member of the California Community Colleges Association of Occupational Education, and serves on the Sacramento Sierra Women Healthcare Executives' Board. Ms. Monti holds a Masters of Science Degree in Health Services Administration.

**“Our vision is to create strategic partnerships with businesses throughout California in order to provide technically advanced educational program services which address the dynamic training needs of the health care industry.”**

**Luisa  
Monti, RN, MS**

*Source: ED>NET Health Care Partnerships. Volume 1, Issue 1. Spring/Summer 1999.*



*As part of the Health Careers Training Program's attempt to provide you with information regarding allied health occupations, each issue will focus on at least one allied health profession, and will include specific information regarding: job duties, working conditions, employment trends, salaries, entrance requirements, and advancement opportunities.*

## Nurse Aides and Nursing Assistants

### THE JOB

NURSE AIDES may be called Assistants, Attendants or Orderlies. Nurse Aides do routine work in the general care of patients under the close supervision of nursing and medical staff. Their job involves duties that require less skill and training and this gives more time to the medically trained staff to carry out more highly skilled and specialized duties. Nurse Aides' duties depend on training and experience and as such may be designated by various titles, such as nursing assistant, geriatric aide, hospital attendant or orderly.

Nurse Aides take and record temperature, pulse, breathing rate and blood pressure; measure food and liquid intake and output; observe patient conditions and report any changes to their supervisor. They help patients with personal hygiene, bathing, and dressing. They serve food and feed patients who need help. Nurse Aides direct visitors, run errands, and answer phones. Some Nurse Aides apply dressings and compresses and get patients ready for examinations, treatments, or surgery. They also clean, sterilize, and assemble treatment trays and other supplies. Nurse Aides transport or help patients walk to

treatment units, recreational therapy, and other activities, and help them with exercises.

In clinics, public health agencies, and acute care hospitals, Nurse Aides help professional staff examine and treat outpatients.



They process patient documents, schedule appointments and help patients and their families understand instructions given by medically trained staff. In skilled nursing facilities, Certified Nurse Assistants provide support services on a 24-hour basis for convalescents, the elderly, and chronically ill patients. In patients' homes, Nurse Aides provide nonprofessional nursing care and help with personal hygiene. Orderlies may have extra responsibilities, including moving patients and, if necessary, restraining patients.

### EMPLOYMENT OUTLOOK

Nurse Aides, Orderlies and Attendants ranks among the top fifty largest job growth occupations in California.

The California Projections of Employment, published by the Labor Market Information Division of the Employment Development Department, estimates that the number of Nurse Aides, Orderlies, and Attendants in California will reach 106,900 by 2005, an increase in new jobs of 21,180 over the number there was in 1993.

There will also be an estimated 17,790 job openings due to people retiring or leaving the occupation. Added to the 21,180 new jobs expected, this makes for an estimated total of 38,970 job opportunities through 2005. (These figures do not include self-employment nor openings due to turnover.)

Employment is expected to grow due to the continuing emphasis on rehabilitation and the long-term care needs of an aging population. Employment opportunities should also result from the growing number of nursing homes and other long-term care facilities. Modern medical technology continues to save more lives and increases the need for Aides to provide extended care.



## WAGES, HOURS, AND FRINGE BENEFITS

Wages for Nurse Aides and Assistants vary by location, education and training, and experience level. Inexperienced Aides and Assistants earn minimum wage to \$14.00 per hour. Wages for experienced Aides and Assistants range from the minimum to \$16.00. Those with three or more years experience with the same firm earn up to \$17.00 hourly. Union wages are about the same as non-union wages.

Since hospitals and nursing homes provide care 24 hours a day, Nurse Aides might work day, evening, or night shifts. They also work on weekends and holidays, but most full time aides have a regular shift and work from 32 to 40 hours a week. Part-time schedules are also available.

Fringe benefits for permanent employees normally include health insurance, sick leave, paid holidays, and vacations.

## ENTRANCE REQUIREMENTS AND TRAINING

Nurse Aides are hired on a combination of experience, training, and certification. A high school diploma is required. Experience is preferred, but most employers are willing to train. Nursing homes and convalescent centers providing personal care prefer to hire Aides

having up to six months experience but will consider mature applicants and train them on the job.

Formal training usually lasts one to nine weeks under close supervision of a general duty nurse or licensed practical nurse. Medical corps experience in the armed forces is considered appropriate.

Extended care and skilled nursing facilities require at least six months experience in a similar facility, completion of a formal nursing course in community college or hospital affiliated school, and participation in a State approved work study program leading toward certification as a Nursing Assistant.

Training to become a Certified Nursing Assistant, consists of 100 hours of clinical practice and 50 hours of classroom instruction. Acute care hospitals require high school graduation, six months to one year experience, and certification appropriate to extensive medical treatment.

Most government agencies require candidates to pass a written and oral test. A medical exam is required by most employers. Necessary personal qualifications include verbal ability, dependability, good judgment, tact, emotional stability, and the ability to work with others. Uniforms and supplies are provided or paid for by the employer.



## ADVANCEMENT

Nurse Aide jobs are entry-level jobs in the nursing field. There is no formal line of promotion, but with additional training and schooling, the aide can work in a specialty area such as pediatrics, geriatrics, surgery, medicine, obstetrics, orthopedics, and psychiatry. Many employers encourage career advancement by giving training within the facility and by offering flexible work schedules to make formal classroom study easier. Aides can also get their Bachelor's degree in nursing to become a Registered Nurse if they enjoy the field of health care.

## FINDING THE JOB

Some employers recruit Nurse Aides in high schools and colleges. Trained workers may apply directly to local hospitals, nursing

homes, civil service agencies, private employment agencies, Nurses Registries, or register with the California Employment Development Department. Other sources include the classified ads of local newspapers or medical publications.

*Source: State of California, Employment Development Department, Labor Market Information Division, Information Services Group, (916) 262-2162.*



## Vocational School offers Nursing Assistant and Home Health Training for FREE

*Nursing Care Providers* (NCP) offers free training for those applicants who qualify for one of the following:

- Unemployed and using U.I. benefits
- Still unemployed and U.I. benefits have run out within the last 24 months
- Recently laid off or about to be laid off and eligible for U.I. benefits

*Reading and understanding of the English language required with no criminal record.*

Guaranteed job placement immediately at \$7-\$10/hr (entry-level positions).

### Requirements:

#### A. Each Applicant must show proof of the following:

1. At least 17 years of age.
2. High School Diploma or General Education Diploma (GED) or one (1) year of college.
3. Pass a Math and English Placement test.
4. Complete prerequisite courses: Anatomy & Physiology, Psychology, Normal Growth and Development.
5. Take a placement interview.
6. Verification of education completed with official sealed transcripts sent from the institution directly to NCP.
7. Submit a completed physical examination report signed by a

physician or nurse practitioner attesting to the candidates fitness to function in a clinical setting.

#### 8. Current CPR certificate.

#### B. All applicants must appear at the NCP office:

1. Call NCP and arrange an appointment.
2. Bring proof as required in Section A.
3. Bring a valid State identification card, passport or other legal picture identification.
4. Bring Social Security card or a copy of it.
5. Pay the nonrefundable registration fee of \$100 in cash, check or Mastercard/Visa.
6. The appointment and application processing will take a minimum of 30 minutes so allow plenty of time. Our office hours are Monday through Friday, 8am to 6pm. Special after office hours appointments are also available.

#### Classroom Location:

881 Sneath Lane, Suite 201  
San Bruno, CA

#### Clinical Location:

California Pacific Medical Center  
San Francisco, CA (downtown )

#### All students must apply in person at our San Bruno office.

We can also provide assistance in transportation, moderate English difficulty or if you are a single parent. Our classes are 10 weeks

long and, upon completion, you will receive a certified nursing assistant certificate.

Other classes include:

*CNA Acute Care Training*  
*Home Health Aide Training*  
*LVN Program*  
*LVN Prerequisites*  
*Computer Training Classes*  
*Continuing Education (C.E.) In Service*

**Source:** *NCP Vocational School,*  
*(650) 871 0701 or (800) 339 5145*  
*www.ncpvocational.com.*

*Funded by the California Employment Training Panel.*

The Health Careers Training Project insert is published four times a year as part of the *Health Pathways* Newsletter to increase the amount of information pertaining to the medical field extended to our reader.

#### For more information regarding the articles in the HCTP insert contact:

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Sacramento, CA 95814  
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e-mail: [rjacob@oshpd.state.ca.us](mailto:rjacob@oshpd.state.ca.us)

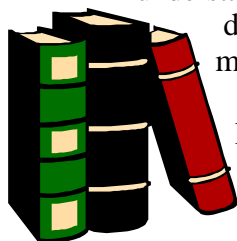
**Editor:** *Andrea Alvarez*

(*High School*, from page 1)

where physicians live and what type of medical specialty they practice. As the American health care system changes, fewer doctors are working for themselves and more are joining health care systems, often as salaried employees. In these organizations, physicians often can command salaries comparable to executives in other occupations.

### *I've Heard a Lot About Primary Care Doctors Lately. What Are Their Careers Like?*

About one-third of the nation's physicians are generalists - "primary care" doctors who provide lifelong medical services for you and all the members of your family. General internists, family physicians, and general pediatricians are all considered generalist doctors. They are the first doctors you consult for medical care. And they are trained to provide the wide range of services children and adults need. When patients' specific health needs require further treatment, generalist physicians send them to see a specialist physician. Specialist physicians differ from generalists in that they focus on treating a particular system or part of the body. Neurologists who study the brain, cardiologists who study the heart, ophthalmologists who study the eye, and hematologists who study the blood are just a few examples of specialists. They work together with generalist physicians to ensure that patients receive treatment for specific medical problems as well as complete and comprehensive care throughout life.



### *Am I the Right Kind of Person for a Medical Career?*

#### **Ask yourself some questions:**

- Do I care deeply about other people, their problems, and their pain?
- Do I enjoy helping people with my skills and knowledge?
- Do I enjoy learning, gaining new understanding? Do I often dig deeper into a subject than my teacher requires? Do I understand the value of learning beyond just making good grades?
- Am I interested in how the human body functions? Am I intrigued by the ways medicine can be used to improve life?

If you answered "Yes" to most of these questions, chances are you have the right kind of personality for a medical career.

### *What Can I Do Right Now in High School to Prepare for Medical School?*

Plenty! First, review the courses you have completed or will complete during your high school years. Listed among them should be classes in math - such as algebra, geometry, trigonometry, and pre-calculus - and science courses such as biology, chemistry, and physics. But remember - medicine isn't for one-track minds. You need to take math and science courses, but it is just as important to get a well-rounded education, participate in a variety of activities, and strive for excellence in everything you do. So



be sure to take and do well in courses in English grammar, literature, and a foreign language. In your junior and senior years, you may want to explore your opportunities to enroll in advanced or honors classes to strengthen your academic record further. Keep in mind that every class you take gives you a chance to improve your study skills, your ability to communicate your thoughts and ideas, and your ability to manage your time - all of which are crucial to success in any career, including medicine. Developing these skills will help you maintain the strong academic record in high school you will need to enter the college of your choice.

The nation's workforce of health care professionals should reflect the great diversity of American culture. About 42 percent of medical students currently enrolled are women, and 59 percent are men. More than 30 percent of enrolled students are minorities. However, only some minority groups, including Asian Americans, have achieved a representation in medicine that equals their proportion in the U.S. population. Other minority groups - black Americans, Mexican Americans, mainland Puerto Ricans, and Native Americans - are still underrepresented in medicine. To increase their numbers, the Association of American Medical Colleges launched **Project 3000**

**by 2000** in 1991, an initiative that seeks to increase the annual medical school enrollment of underrepresented minority students to 3,000 by the year 2000. This national effort reached a major milestone in 1994, with 2,014

(See *High School* on page 15)

# 2000-2001 HPCOP Contract Awards

The Office of Statewide Health Planning and Development (OSHPD) has announced the awarding of \$144,000 in statewide service contracts for economically/educationally disadvantaged health professional development activities for the 2000-2001 fiscal year. The contracts will be awarded through the Health Professions Career Opportunities Program (HPCOP).

These awards, granted to public and post secondary institutions, private nonprofit health organizations, and others, focus on increasing the number of economically/educationally disadvantaged students entering health professional careers.

Thousands of students have benefited from these projects. Activities to be conducted during the 2000-2001 contract period, along with contract recipients, are listed below. The organizations receiving awards are also listed. If you find a specific activity that interests you, contact the individual organization for more information.

## MCAT Preparation Course

*This course is designed to increase student scores on the Medical College Admission Test, one of the most difficult tasks in gaining acceptance to medical school. Individual admissions counseling is provided.*

California State University, Fresno  
UCHPP  
2555 E. San Ramon Ave.  
Fresno, CA 93740  
(209) 278-4748  
Contact: Francisco Pineda, MSW

San Diego State University,  
Health Careers Opportunity  
Program (HCOP)  
San Diego State University  
5500 Campanile Dr.  
San Diego, CA 92182-4616  
(619) 594-3493  
Contact: Dr. Rodrigo Chavez

## DAT Preparation Course

*This course is designed to increase student scores on the Dental Admissions Test. Individual admissions counseling is provided.*

California State University, Fresno  
UCHPP  
2555 E. San Ramon Ave.  
Fresno, CA 93740  
(209) 278-4748  
Contact: Francisco Pineda, MSW



## GRE Preparation Course

*This course is designed to help increase scores on the Graduate Record Examination, one of the most important steps in gaining acceptance to graduate school. Individual admissions counseling is provided.*

University of California,  
Los Angeles  
School of Public Health  
P.O. Box 951772  
Los Angeles, CA 90095-1772  
(310) 825-2856  
Contact: Jennifer Nixt

California State University,  
San Bernardino  
McNair Scholar's Program,  
AD-143  
5500 University Parkway  
San Bernardino, CA 92407  
(909) 880-7344  
Contact: Pamela A. Mercant-  
Guidry, MA

## Survival Skills Conference

*Offers information to help students attain their health professional goals. Includes training in time management, note taking, and good study habits.*

University of California, Riverside  
Career Services Center  
900 University Ave.  
Riverside, CA 92521  
(909) 787-3631  
Contact: Deborah J. McCoy, MA

California State University, Fresno  
UCHPP  
2555 E. San Ramon Ave.  
Fresno, CA 93740  
(209) 278-4748  
Contact: Francisco Pineda, MSW

California State University,  
San Bernardino  
500 University Parkway  
San Bernardino, CA 92407  
(909) 880-5315  
Contact: Jeffery M. Thompson,  
PhD

Western University of Health  
Sciences  
Office of Student Affairs  
309 E. Second St.  
Pomona, CA 91766-1854  
(909) 469-5408  
Contact: David A. Hacker



### Dental School Applicant Conference

*Information about the dental school application process and dental career opportunities.*

University of California,  
San Francisco  
School of Dentistry  
513 Parnassus Ave.  
San Francisco, CA 94143-8438  
(415) 476-2712  
Contact: Charles Alexander, PhD

California State University, Fresno  
UCHPP  
2555 E San Ramon Ave.  
Fresno, CA 93740  
(209) 278-4748  
Contact: Francisco Pineda, MSW

### Public Health Conference

*Introduces students to public health careers and provides information on applying to California's schools of public health.*

Department of Nursing  
California State University,  
Long Beach  
1250 Bellflower Boulevard  
Long Beach, CA 90840  
(562) 985-5250  
Contact: Elaine E. White, RN,  
CNS, Ed.D.

University of California, Berkeley  
Public Health c/o Sponsored  
Projects Office  
336 Sproul Hall  
Berkeley, CA 94720  
(510) 643-8451  
Contact: Edward E. Penhoet, PhD

San Diego State University  
5250 Campanile Dr.  
San Diego, CA 92182-1931  
(619) 594-4492  
Contact: Kenneth J. Bart, MD,  
MPH, MSHPM

### Medical School Reapplicant Conference

*Service and conference counseling for students who have applied but were not admitted to medical school. Assists in improving their application. Additional information is provided at the conference.*

University of California, Irvine  
College of Medicine  
Educational Affairs  
Box 4089  
Irvine, CA 92697-4089  
(714) 824-4610  
Contact: Deborah Stewart, MD

California State University, Fresno  
UCHPP  
2555 E. San Ramon Ave.  
Fresno, CA 93740  
(209) 278-4748  
Contact: Francisco Pineda, MSW

Western University of Health  
Sciences  
Office of Student Affairs  
309 E. Second St.  
Pomona, CA 91766-1854  
(909) 469-5408  
Contact: David A. Hacker



### Post Baccalaureate Program

*Intensive, long-term assistance for students wishing to gain admission to medical school.*

University of California,  
San Francisco  
School of Dentistry  
513 Parnassus Ave., S630  
San Francisco, CA 94143-0430  
(415) 476-1323  
Contact: Charles Alexander, PhD

University of California, Irvine  
College of Medicine  
Educational Affairs  
P.O. Box 4089  
Irvine, CA 92697-4089  
(714) 824-4610  
Contact: Deborah Stewart, MD

### Nurse Outreach and Development Program

*Prepares economically/ educationally disadvantaged students for an accredited Registered Nurse (RN) degree program. Designed to provide opportunities for learning hands-on clinical care and academic preparation for the natural and biological sciences, critical thinking, problem solving, and communication skills.*

California State University,  
San Bernardino  
5500 University Parkway  
San Bernardino, CA 92407  
(909) 880-5384  
Contact: Anna Wilson, RN, BN,  
MSN

College of the Sequoias  
915 So. Mooney Blvd.  
Visalia, CA 93277  
(559) 730-3794  
Contact: Cindy Delain



## From the HPCOP office...

### Correction:

Please note a correction to the Postbac/Summer Enrichment issue that was distributed in November 2000.

*Stanford School of Medicine*, a six week *Postbaccalaureate Program*, was incorrectly listed under the Summer Enrichment section.

### Additions:

Please add UCSF's and Agnes Scott College's postbac information to the list of programs for 2001.

#### **University of California, San Francisco School of Dentistry**

##### ***Postbaccalaureate Program***

**Description:** Program provides students assistance with gaining acceptance into dental schools by enrolling them in a rigorous summer and fall curriculum, focusing on preparing for the Dental Admission Test (DAT) and upper division science courses. Students will also enhance their test taking skills and develop learning strategies by participation in specially designed seminars and workshops. Students will also observe and participate in the UCSF School of Dentistry's programs and clinics

**Eligibility:** Completion of an undergraduate degree from an accredited college or university; legal resident of California; minimum 2.6 (overall) and 2.4 science GPA; minimum DAT scores of 14 (PAT/ACD); documented evidence of academically or economically disadvantaged backgrounds; demonstrated interest in working with underserved communities or in communities with limited access to oral health care; preference will be given to students who were granted an interview by a dental school. The program covers the cost of summer housing and provides a small stipend to participants.

**Duration:** Entering summer (8 weeks) plus three academic quarters or two semesters.

**Deadline:** Rolling basis. Applications will be reviewed until all spots are filled (15)

**Contact:** (415) 476-2712

Dr. Harvey Brody, Associate Director

UCSF School of Dentistry, Postbaccalaureate Program

Box 0430

San Francisco, CA 94143

#### **Agnes Scott College**

##### ***Postbaccalaureate Premedical Program***

**Description:** Designed for women who have completed a baccalaureate degree in a field other than science at a regionally accredited college or university. Minimum of a 2.8 undergraduate grade point average required for admittance into program. Previous experience in a medical setting, either as a volunteer or professional is desired. Students are subject to all regulations in the current Agnes Scott College Catalog. Students can earn a certificate upon completion of minimum 32 hours of laboratory science and a non-credit co-curricular seminar on various health-related topics. Resident hall housing is not available for postbaccalaureate students. Some college housing may be available on a limited basis for rental.

Contact college for specific fees and requirements.

**Eligibility:** Open to all students who meet requirements.

**Deadline:** April 1, 2001

**Contact:** (404) 471-6252

Ruth S. Bettendorff

Associate Dean of the College/Director of Graduate Studies

Agnes Scott College

Office of Graduate Studies

141 East College Avenue

Atlanta/Decatur, GA 30030-3797

(*High School*, from page 11)

underrepresented minority students enrolled in the nation's entering medical school class.

In addition to your schoolwork, take time to explore the worlds of health care and science. Volunteer at a hospital, nursing home or clinic; enroll in a summer science training program; compete in science fairs; join a club like the Medical Explorers; develop your skills as a teacher and tutor younger children; and keep current on new medical advances by

reading your local newspaper and magazine like *Science and Nature*. Look for opportunities to develop your talents and demonstrate your leadership skills in areas such as music, athletics, art, and student government. Carefully choose your extracurricular activities so that you learn more about yourself and other people, particularly those from different cultures, as well as learn about medicine. Finally, as you near your senior year, put in the time and effort to select the college that is best for you. Get to

know your school's guidance counselor well. Ask your guidance counselor for information on medical careers and medical education. If your school offers a Career Day, ask your teacher or guidance counselor to invite a doctor, and then be sure to attend and ask questions. Thoroughly investigate those colleges that interest you by reading their guide books, visiting their campuses, and learning about their pre-medical programs and advising offices.

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*This article is to be continued in the next issue of Health Pathways. Information on choosing the right undergraduate school, paying for medical school and what medical school is really like, is still to come. The full article is available at the AAMC website: <http://www.aamc.org/stuapps/appinfo/guide.htm>. Permission to reprint granted by AAMC. Copyright © 1995-2000 Association of American Medical Colleges, 2450 N St, NW, Washington, DC 20037-1126 U.S.A. All rights reserved.*

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